DOCUMENT RESUME

ED 377 191 SP 035 636

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TITLE Recruiting Diverse Populations to the Teaching Profession: Program Models To Consider.
PUB DATE [93]
NOTE 7p.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College School Cooperation; College Students; Community Colleges; *Cooperative Programs; *Diversity (Institutional); Higher Education; High Schools; High School Students; Intercollegiate Cooperation; *Minority Group Teachers; Partnerships in Education; Preservice Teacher Education; Program Design; Scholarships; School Districts; State Universities; Teacher Aides; *Teacher Recruitment
IDENTIFIERS Aldine Independent School District TX; Education Service Center Region 6 TX; *Houston Community College TX; *Sam Houston State University TX; Texas A and M University

ABSTRACT

Sam Houston State University (SHSU) (Texas) has developed several collaborative programs to recruit diverse populations to the teaching profession. SHSU and Houston Community College-Northeast Campus have collaborated to establish the Collaborative Urban Teacher Education Program in order to identify and develop minority group, community college students for teaching. Program features include recruitment from high schools, support services for students, guaranteed admissions to SHSU under certain conditions, and employment assistance. SHSU has collaborated with Aldine Independent School District (ISD) to identify high school students who are interested in teaching and who are able to become successful teachers. This program features summer and part-time employment, guaranteed employment in the Aldine district upon degree and certification completion, faculty and teacher cooperation and collaboration at SHSU, and, in the school district, campus orientation and guidance services. SHSU and Texas A & M have a collaborative agreement to develop a support program for teacher aides and other district personnel desiring to complete a university degree and secure teaching certification. Thirty percent of potential participants are minority group members. Federal funding provides scholarship monies to qualified undergraduate and graduate students. SHSU has learned several lessons through these efforts including that progress is slow and that legislative appropriations targeted for diversifying the teaching profession are hard to obtain. (JB)

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Recruiting Diverse Populations to the Teaching Profession Program Models to Consider

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Community College Model

In the interest of attracting community college students in general, and minority students in particular, to the teaching profession, Sam Houston State University and Houston Community College-Northeast Campus have joined together to offer the *Collaborative Urban Teacher Education Program.* The purpose of this program is to identify and develop community college students who have both the talent for and interest in the teaching profession.

Currently, there is a large and worsening shortage of minority teachers in the Houston Metroplex to serve the ever-increasing urban student population. The minority population of Houston Community College-Northeast Campus is approximately 56% of the student body (predominantly African-American and Hispanic). The close proximity of SHSU and the Northeast Campus creates an ideal opportunity to forge a cooperative partnership between the two institutions to increase the number of minority students entering the teaching profession.

Those students who commit to the program will be provided experiences during their community college years that will help them succeed while attending SHSU. While at Sam Houston and during their initial year of teaching, special activities will be offered to ensure continued success. Additionally, both institutions will make a concerted effort to obtain financial aid for those students in need (school districts have expressed an interest in this area as well).

Program Features:

- Community College will:
  - recruit students from their four high school academic centers.
  - conduct workshops and offer mentoring in counseling, goal setting, time management, study skills development, and degree planning.
  - teach an orientation course which would include visits to area schools, interviews by students of teachers, counselors, and administrators.
  - arrange orientation meetings with University faculty.

- University will:
  - guarantee admission to their major departments if students meet teacher education admissions requirements and submit two letters of recommendation.
  - provide information to Community College counselors regarding any program changes.

- University and Community College will participate:
  - in joint counseling and advisement regarding requirements and course selections.
  - in continuous interaction with selected faculty and staff.
  - in a series of special activities (visits to University and serving as aides and tutors in urban public and private schools.

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- in an arrangement for pre-student teaching and student teaching in or near an urban center.
- in seminars/workshops for the participants.
- in organizing and facilitating a student mentor program.

- University and Community College will:
  - assist in locating part-time employment opportunities for participants.
  - seek private, state, local school district, and federal grants to assist participants.
  - identify and seek scholarships for which students can apply.

- During their first year of teaching experience the participants will:
  - be mentored by Community College and University personnel.
  - participate in planned social/professional activities to emphasize program uniqueness.
  - have access to the University's Quality Assurance Program.

High School Model

In an attempt to reverse this downward spiral of an ethnically diverse teaching force, a unique partnership agreement was reached between Sam Houston State University (SHSU) and the Aldine Independent School District (ISD). The purpose of this agreement was to identify high school students who have an interest in the teaching profession and the capability to become successful teachers.

The partnership with the Aldine ISD was pursued for several reasons. First, the total student enrollment is over 43, 000 almost equally divided among African Americans, Caucasians, and Hispanics. Secondly, Aldine is a rapidly growing urban school district located in the greater Houston area with increasing demands for quality teachers. Third, SHSU has enjoyed a long and positive working relationship with the district. Finally, both entities expressed a strong desire to reverse national trends in an effort to better meet the challenges for 21st century.

The Aldine ISD has a very active student organization for those interested in the teaching profession. Once an interest has been expressed, the students are involved in several programs that inform them about the agreement and teaching as a career. After these orientation sessions, the students participate in a series of special activities such as teacher "shadowing," tutorial duties, and performing other teacher-related activities. Throughout this period, SHSU faculty and students are involved with the designated Aldine personnel and students.

Program features of this partnership agreement include:

1. Once the students commit to the program, Aldine ISD offers summer and part-time employment.

2. Aldine issues a valid teaching contract to each participant guaranteeing employment once completing their degree and certification requirements.

3. SHSU and Aldine faculty implement an ongoing faculty exchange program where Aldine faculty teach/work with professional education classes and SHSU faculty teach/work in Aldine schools.

4. SHSU personnel provide information and assistance to those students who may wish to take part in the university work - study program. Also, the various departments in teacher education inform program participants whenever part-time employment opportunities occur, and both parties actively attempt to identify scholarships and other sources of financial aid.

5. The Aldine ISD students will visit the SHSU campus each year for a university-student planned program introducing them to the campus and program features.

6. Each Aldine participant is assigned a permanent SHSU advisor to assure the continuity of degree information received and improve retention efforts.

7. The participants will be assigned to the Aldine schools for pre-student teaching field activities, student teaching and recruitment purposes.

8. During the participants' induction year of teaching, each will be assigned a mentor, be involved in the SHSU Quality Assurance Program, be involved in two jointly sponsored professional growth days, and actively recruit high school students for the program.

9. Plan social/professional activities that convey to the participants that they are alumni of a unique and special program.

Although the program was implemented in 1991, the results are encouraging. Of the 100 plus students expressing interest in the teaching profession and visiting the SHSU campus, over 33 percent are ethnically diverse. This percentage far exceeds the state and institutional averages (both being less than 10 percent). A complementary program for those students choosing junior college for their first two years of higher education will be completed by June 15.

Educational Service Center and University Collaborative
Teacher Aide Project

In the summer of 1993, Region VI Education Service Center (representing 57 independent school districts), Sam Houston State University, and Texas A & M University entered into a collaborative agreement to develop a support program for teacher aides and other district personnel desiring to complete a university degree and secure teaching certification. In addition to recruiting individuals who are very familiar with their respective communities, a survey of potential participants revealed that 30 percent were either Hispanic or African American. While too early to evaluate, the participants agreed to the following.

University

- Course Offerings
  -track needs for course offerings
  -schedule appropriate courses
  -offer courses off-campus when appropriate
  -facilitate transfer credits among/between SHSU and Texas A & M

- Provide On/Off Campus Advisement

- Provide Financial Assistance Information

- Facilitate Timelines for Registration
- Provide Grant Writing Assistance for Project Support

Education Service Center

- Coordination of Project
- Accept Initial Contact/Applications
- Coordinate Screening/Selection with Partners
- Plan Support Meetings
- Plan Ongoing Training as Needed
- Provide for Follow-up Support
- Track Status of Participants
- Provide Grant Writing Support
- Disseminate/Collect Project Data

Local School District

- Provide District Coordination
- Provide Mentor
- Commit Funds
  -tuition/books (optional)
  -stipends (optional)
  -release time
- Recommend Participants
  -project and financial support
  -project participation only
- Provide Flexible Aide Schedules
- Assist in Data Collection

As has been mentioned, this program is very new and the numbers are relatively small. So far, there are five school districts and ten students involved.

Undergraduate Scholarship Programs

Monies have been made available to Sam Houston State University from the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs Title VII program to qualified undergraduate and graduate candidates for tuition, fees, books, and a monthly stipend (maximum of $300).

Students interested in this program must meet all admissions requirements, complete a scholarship application, provide three letters of support, submit a letter of intent, a one page position paper stating the importance of the program, and how the program assists in meeting personal goals and demands. In 1992-93, there were 20 undergraduate participants and 10 graduate participants. During the current year, there are 25 undergraduate and 8 graduate participants.

In addition to the previous, federal funds have been made available for the training of bilingual program administrators. To qualify for program selection, the individual must have a minimum of three years of successful teaching experience, meet all graduate school admissions requirements, submit three letters of recommendation, submit a position paper on the intentions of becoming an administrator, and participate in an interview process. The goals for the graduate training program include:

- providing financial assistance to full-time graduate students who are pursuing a master's degree with majors in bilingual education.
- providing training to develop skills and knowledge on bilingual education methodologies, theories, and program development to meet the language and academic needs of language minority students.
- providing training on foundation principles of successful learning and language strategies appropriate for language minority students in the disciplines of early childhood, special education, reading, elementary or secondary education.
- providing training to develop administrative leadership skills in the respective disciplines to meet the challenges presented by local, state, and national legislation that impacts today's schools.

Monies awarded to bilingual fellows are based upon an agreement between the recipient and the U.S. Department of Education to complete the established program within a given time frame. After program completion, the bilingual fellow is obligated to work in the field of study for each year monies were received. Monies allocated yearly to bilingual fellows are for tuition and fees, books, travel, and a monthly supplement. In the first cycle, there were 11 students involved 1992-94). An additional 11 students are projected for the second cycle to begin fall 1994.

Summary Comments

As we become more and more involved in the recruitment of diverse populations to the teaching profession, there are several important lessons to learn.

1. Progress is slow and success will not occur overnight.

2. Some of the old views of the teaching profession still exist.

3. Tracking students is an extremely difficult task.

4. Judging from the success of many alternative certification programs, modified "grow your own" efforts may be a key.

5. Regardless of the rationale and need, legislative appropriations targeted for diversifying the teaching profession are difficult to attain.

6. For a variety of reasons, successful efforts will include active partnerships with area community colleges.
   - economic conditions may dictate the selection of junior colleges initially
   - community colleges may be seen as a natural transitional setting for many students
   - traditionally, community colleges are cheaper
   - community colleges are not as rigidly governed as universities and can many times be more responsive to student needs
   - many students have child care concerns and need to stay close to home
   - many community colleges have higher percentages of minority students

7. Successful recruitment efforts are measured one student at a time.

8. The more partnership links that are established, the better the chance for success.